



TEST ADMINISTRATION **MANUAL**

MCESA 8th Grade Art Performance Assessment



MCESA

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Table of Contents

Table of Contents	2
Introduction.....	3
• Purpose and Uses.....	3
• Assessment Overview	4
• Accommodations.....	5
• Validity.....	6
• Reliability	6
• References	7
Tasks	8
• Testing Conditions.....	8
• Teacher Guidelines	8
• Scripted Directions	10
• Scoring Rubrics	13
• Scoring Samples	15
• Practice Samples.....	17
Appendix.....	19
• Prompt 1: Shoe Design.....	20
• Prompt 2: Beach Scene	21
• Student Handout.....	22
• Data Capture Tool.....	24

Introduction

Purpose and Uses

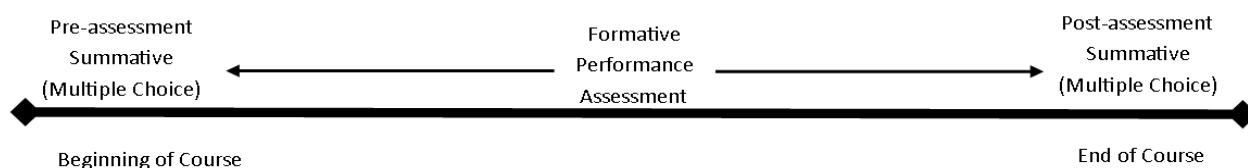
This performance assessment and test administration manual is a comprehensive tool to support formative assessment in visual arts. It has been created for the purpose of complementing the MCESA Content Specific Assessment, a pair of multiple-choice pre- and post-assessments that are used to measure student growth and teacher effectiveness. Both assessments have been created through collaboration between MCESA, WestEd, and teachers from numerous Maricopa County school districts. In combination, the multiple choice and performance assessments represent a balanced assessment plan. The multiple choice assessment is a summative assessment measuring all that students know about the content. When taking this assessment, students are demonstrating their knowledge and mental skill of the subject. In contrast, this performance assessment is designed to assess what students can do. When participating in the performance assessment, students are demonstrating their physical skills in the subject area. In combination, these two assessments work to cover the greatest number of standards possible for the course.

This performance assessment is intended for formative use, which means that it can be used repeatedly at any point within an instructional sequence or course. Formative assessment is often referred to as *assessment FOR learning* in contrast to summative assessment or *assessment OF learning* (Burke, 2010). Specifically, the formative uses of this performance assessment include the following:

- Diagnose students' capabilities on isolated standards
- Provide feedback to students on their skill development
- Demonstrate the progress of student learning, also called an interim or benchmark assessment
- Measure student growth on specific skills
- Identify individuals or groups of students who need differentiated instruction
- Provide evidence of the teacher's use of data to inform instruction as measured by most teacher observation instruments
- Support the teacher with data driven instruction or real-time assessment
- Serve as a common assessment among professional learning community team members or for district-wide data collection

Image 1 demonstrates one way this assessment can be combined with a summative assessment to create a balanced assessment plan for a course. Additionally, the rubrics found in this assessment can be applied to custom, teacher-written tasks for further, more specific formative assessment.

Image 1: Assessment Plan



Assessment Overview

The performance assessment in this test administration manual is comprised of two distinct tasks for students, assessing four performance objectives from the Arizona State Standards. It is designed to be given in one class period and to be embedded with natural and authentic classroom practices. In the first task, students will be creating an original piece of artwork. Afterwards, they will complete a writing task answering questions about their artwork. Each task of this assessment has its own set of directions, guidelines, and rubrics. Other tools also found in this manual include scripted teacher directions, student directions and worksheets, scoring examples, and a data capture page.

Because the Arizona State Standards for art sometimes contain two verbs in the performance objective, the following chart states exactly what part of the standard is being assessed.

Table 1: Performance Objectives for Visual Arts Grade 3 Performance Assessment

	Performance Objective	What to Assess
Task 1 – Create Artwork	S1-C2-202 – Demonstrate purposeful use of materials, tools, and techniques in his or her own artwork.	Student can demonstrate purposeful use of materials, tools, and techniques in his or her own artwork.
	S1-C3-201 – Identify, select, and use elements and principles to organize the composition in his or her own artwork.	Student can select and use elements and principles to organize the composition in his or her own artwork.
	S1-C4-201 – Explain purposeful use of subject matter, symbols and/or themes.	Student can demonstrate use of subject matter, symbols and/or themes.
Task 2 – Evaluate Artwork	S1-C5-202 – Identify and apply technical, functional, formal and/or expressive criteria in the evaluation of his or her own artwork (e.g., self-evaluations, group critiques, artist’s statements).	Student can identify and apply technical, functional, formal and/or expressive criteria in the evaluation of his or her own artwork.

The performance objectives shown in the chart were selected very intentionally. A team of teachers first examined all of the performance objectives that were suited to evaluation through student demonstration of a skill, as opposed to measuring knowledge with a multiple-choice test. They then selected a subset that matched these criteria.

- Could the skill be observed in the course of authentic classroom activities?
- Could the skill be observed and measured quickly and conveniently?
- Could the skill be measured with a rubric?
- Could individual student growth over time be demonstrated if assessed at the beginning and end of the course?
- Do the skills represent some of the most salient content of the course?

Through the development and review process of the entire assessment, some of the initially selected objectives were removed and others were added. Even though this test administration manual contains a small selection of performance objectives and tasks, the rubrics contained in this assessment may be applicable to other tasks created by teachers or districts.

Accommodations

The following excerpt from *AIMS Testing Accommodations: Guidelines for 2013-2014* (Arizona Department of Education, 2013) describes the universal testing conditions that should enable all students to have an appropriate testing setting to support their success on the assessment. Even though these universal conditions seem oriented to traditional paper-pencil or computer-based assessments, they still represent a fair opportunity to demonstrate success that should be extended to all students.

UNIVERSAL TEST ADMINISTRATION CONDITIONS

Universal Test Administration Conditions are specific testing situations and conditions that may be offered to **any** student in order to provide him/her a comfortable and distraction free testing environment.

Universal Test Administration Conditions include:

- Testing in a small group, testing one-on-one, testing in a separate location or in a study carrel
- Being seated in a specific location within the testing room or being seated at special furniture
- Having the test administered by a familiar test administrator,
- Using a special pencil or pencil grip
- Using devices that allow the student to see the test: glasses, contacts, magnification, special lighting, and color overlays
- Using devices that allow the student to hear the test directions: hearing aids and amplification
- Reading the test quietly to himself/herself as long as other students are not disrupted,
- Wearing noise buffers after the scripted directions have been read
- Having the scripted directions included in the *Test Administration Directions* repeated (at student request) and having questions about the scripted directions or the directions that students read on their own answered

Students with IEP's, 504 plans, or English Language Learners may also need specific accommodations beyond the universal testing conditions. Refer to *AIMS Testing Accommodations: Guidelines for 2013-2014* for specific lists of standard accommodations for these groups. It is important to note that any accommodations used in a testing setting must align to accommodations that have been used consistently in regular instruction. Additionally, any specific assessment accommodations noted in IEP's or 504 plans should be implemented for this assessment.

Validity

When using any assessment, it is important to know if the tool is valid, meaning it measures what it is designed to measure. A formal definition of validity is “...the degree to which accumulated evidence and theory support specific interpretations of test scores entailed by proposed uses” (American Educational Research Association et al., 1999, p 9). This means that a collection of evidence is necessary to discuss whether a test is valid or not. Evidence can take many forms, such as statistical values or narrative descriptions. In the case of this performance assessment, the collection of evidence includes the design decisions and the development process. This assessment has strong validity for the following reasons.

- The construct being measured aligns to the item type (Haladyna, 1997). Because the performance objectives selected to be measured for this assessment are all performance-based in nature, the assessment includes tasks that requires students to demonstrate their skill.
- The construct being measured and range of performance is clearly defined (Stiggins, 1987). This assessment uses state standards, detailed rubrics and descriptions of the testing conditions to define the construct.
- Using a rubric with fewer levels is recommended over rubrics with more levels (Reeves, 2004). This assessment uses 4-point rubrics.
- Subject matter experts were used throughout the development process (AERA, et al 1999). Classroom teachers helped to select objectives, draft the tasks and rubrics, pilot the tasks in the classroom, and review the total assessment.
- A rigorous review process was employed (AERA, et al 1999). The assessment and all its content have been reviewed eight different times from inception to delivery by subject matter experts and assessment development experts from both MCESA and WestEd.

Reliability

One of the possible uses of this assessment is for analysis of data by a team of teachers or a whole district. For that reason, it is important to know if the assessment is reliable, meaning it will yield consistent results each time it is used. A critical way to achieve reliability is to standardize the testing conditions, administration, and scoring as much as possible. Therefore, this assessment contains statements of the testing conditions and scripted teacher directions. Adhering to these directions every time the test is used will support the reliability. Even if the test is only being used with one class, it is important to uphold standardization as much as possible for the benefit of all students and their opportunity to demonstrate success equally.

If data will be collected by several teachers using this assessment and compared, then it is recommended that attention be given to inter-rater reliability. Before the assessment, the scorers should collaboratively review the entire test administration manual and discuss the scoring samples provided. The scorers should then use the practice samples provided to calibrate their scoring before collecting their own data. Other techniques to support inter-rater reliability include using two scorers, trading classes to assess, or appointing an outside scorer to “spot-check” both the assessment administration process and the collected scores.

References

- Arizona Department of Education. (2013). *AIMS testing accommodations: Guidelines for 2013-2014*. Phoenix, AZ: Author.
- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1985). *Standards for educational and psychological testing*. Washington, DC: Authors.
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- Haladyna, T.M. (1997). *Writing test items to evaluate higher order thinking*. Boston, MA: Allyn and Bacon.
- Reeves, D. B. (2004). *101 questions and answers about standards, assessments and accountability*. Englewood, CO: Advanced Learning Press.
- Stiggins, R.J. (1987). *Design and development of performance assessments*. Accessed at <http://ncme.org/publications/items/> on November 12, 2012.

Tasks

Testing Conditions

In this assessment, students will be asked to complete two tasks in one class session. First, they will create an original piece of 2-D artwork responding to their choice of two given prompts. Then they will critique their artwork by completing a worksheet responding in writing to four questions about their artwork. The following testing conditions apply.

- This test should be given in one testing session. If the class period is not long enough to complete the entire test, then arrangements should be made to complete it in one day. This is an untimed test, and students should be given as long as they need to complete it during the school day.
- The environment should be quiet to allow each student to concentrate on his or her work.
- The assessment must be a 2-D product. Nothing may be glued or taped to the artwork. The writing and rough drafts may be stapled to the artwork.
- Materials needed for the test include paper, scratch paper, sharpened pencils, erasers, and at least two media.
- Other materials typically available such as rulers, texture plates, compasses, or protractors may be used during the test, but are not required.
- Electronic devices, internet, text books, and other published materials are not allowed.
- Students will be reminded to use materials, tools, and techniques appropriately when the prompt is introduced, but the teacher should not assist, remind, or instruct students while they are working.
- Students will be reminded to use elements of art and principles of design appropriately when the prompt is introduced, but the teacher should not assist, remind or instruct students while they are working. Eighth grade elements of art include texture, line, shape, color, form, value, and space. Principles of design include balance, contrast, emphasis, movement, pattern, rhythm, and unity.
- Students will be reminded to use subject matter, symbols and/or themes when the prompt is introduced through the artist's checklist, but the teacher should not assist, remind, or instruct students while they are working.

Teacher Guidelines

Before Testing:

- ☐ Read through all of the test directions and accommodations.
- ☐ Plan the date, time and location of the testing session.
- ☐ Remove or cover classroom posters, student work, or other resources that may assist students during the test.
- ☐ Prepare drawing materials needed for the test including paper, scratch paper, sharpened pencils, erasers, and at least two media.
- ☐ Copy materials for students. Each student will need a two-sided prompt worksheet and writing worksheet.

- ☐ Identify the type of accommodations needed for students (ELL, SPED, 504) prior to testing. If needed consult with special education or classroom teachers to administer these accommodations.
- ☐ Keep test materials secure before and after testing session.
- ☐ Make testing signs for doors of the classroom.

During Testing:

- ☐ Read all of the directions as scripted.
- ☐ Actively monitor students during testing.
- ☐ Maintain a quiet testing environment.
- ☐ Read all directions and prompts; may re-read if asked by students.
- ☐ Avoid clarifying or rephrasing directions or prompts unless stated in an IEP or 504.
- ☐ Move disruptive students to a different testing environment, but allow to them finish their test.
- ☐ Give students as much time as needed to finish their test. However, it must be done in one day.
- ☐ Prevent students from using any other outside published resources, including electronics.
- ☐ Document if a student leaves school for any reason and plan for a make-up session.
- ☐ Allow a student to use the restroom, but collect materials before the student leaves the room and return the material when the student returns. Only one student may leave at a time. A sign out sheet with the student name and times left and returned should be used.
- ☐ Leave classroom doors unlocked with a testing sign on the doors to prevent interruptions.

After Testing:

- ☐ Score the student work using the scoring rubrics.
- ☐ Score the tests with two teachers or switch with another art teacher to keep the scoring objective.
- ☐ Evaluate the written response as one body of writing even though the students are responding to four questions.
- ☐ Record the scores in the Data Capture Tool or an electronic data system after completing the scoring.

Scripted Directions

Read all of the bold directions to your students. Refer to the prompt and writing worksheets provided to the students.

Today you will be taking the Visual Arts Performance Assessment. This test will measure what you know in the visual arts. It is important to take your time and do your best. This is not a timed test. You will have as much time as you need to finish it. However, it must be finished by the end of the day.

There is no talking. You may not use any electronic devices. You may not use any outside resources or materials other than what is provided for you by your teacher.

Pass out prompt worksheet and writing worksheet.

Please clearly write your first and last name on both of the testing worksheets. Next, clearly write the name of your homeroom teacher and school on both of the worksheets.

Write the homeroom teacher's name and school on the board, or fill out this information in advance to save time.

There are two prompts. You need to choose one prompt to complete. Please turn your paper to prompt one, Shoe Design, and read silently while I read aloud.

Prompt 1: Shoe Design

Design a shoe that would be worn by the citizens of Zenod, where the surface of the planet is all mud.

Now turn your paper over and read silently while I read the second prompt aloud.

Prompt 2: Beach Scene

Imagine you are a bird sitting in a tree overlooking a beach. Draw what you would see below you.

Remember that you only need to choose one prompt. If you need the prompt re-read to you at any time, please raise your hand. Remember to focus your drawing on the prompt and include all of the things from the prompt.

During the test you may use the materials provided for you, including _____.

State the materials the students have available. Students must have access to paper, sketch paper, sharpened pencils, erasers, and at least two different types of media. Other materials typically available such as rulers, texture plates, compasses, or protractors may be used during the test, but are not required.

Remember to use the materials, tools, and techniques appropriately and expressively.

When you are done, refer to the artist's checklist to review your drawing. The checklist can be found at the bottom of your prompt sheet. Please read silently while I read aloud.

Artist's Checklist:

When you are done, go through the checklist to make sure you have included everything in your drawing.

- ☐ **Does your artwork meet the criteria of the prompt?**
- ☐ **Did you include supporting details in your artwork?**
- ☐ **Did you use the elements of art and principles of design in your artwork?**
- ☐ **Did you use the materials properly and expressively?**
- ☐ **Is your artwork neat and complete?**

Next look at the box at the bottom of the page and read along silently while I read aloud.

Remember to use the elements of art and principles of design in your drawing.

Elements of Art:

- ☐ **Color**
- ☐ **Value**
- ☐ **Shape**
- ☐ **Line**
- ☐ **Space**
- ☐ **Form**
- ☐ **Texture**

Principles of Design:

- ☐ **Balance**
- ☐ **Contrast**
- ☐ **Emphasis**
- ☐ **Movement**
- ☐ **Pattern**
- ☐ **Rhythm**
- ☐ **Unity**

When you have finished the drawing portion of the test and reviewed your artist's checklist, answer the four questions on your writing worksheet. When answering the writing questions, please refer back to your drawing and the elements of art and principles of design.

During the writing portion, please raise your hand if you need the questions read to you. When you have finished both the drawing and writing portions of the assessment, raise your hand and I will collect your sketch paper, drawing, and writing worksheet. You must remain quiet during the entire testing session.

Are there any questions? You may begin.

It is acceptable to read any of the questions and repeat the directions for the writing portion during the assessment. The four questions are as follows.

1. What is one element of art that you used in your artwork? Explain how and where you used it.
2. What is a different element of art that you used in your artwork? Explain how and where you used it.
3. What is one principle of design that you used in your artwork? Explain how and where you used it.
4. What is a different principle of design that you used in your artwork? Explain how and where you used it.

Scoring Rubrics

Use the rubrics below to evaluate each performance objective separately. The written response portion should be evaluated as one whole body of writing even though students are responding to four questions.

Rubric 1: Materials and Tools

S1-C2-202 – Performance Objective - Demonstrate purposeful use of materials, tools, and techniques in his or her own artwork. Assess – Student can demonstrate purposeful use of materials, tools, and techniques in his or her own artwork.

Score	Label	Criteria
4	Exemplary	Artwork appears to be complete, expressive and appropriate use of media, and displays exemplary craftsmanship.
3	Accomplished	Artwork appears to be complete, appropriate use of media, and displays accomplished craftsmanship.
2	Developing	Artwork appears incomplete, use of media is adequately demonstrated but in an incomplete manner. Craftsmanship is developing.
1	Beginning	Artwork appears incomplete, use of media is attempted but not adequately demonstrated. Craftsmanship is beginning.
0	Not Observed	Student does not demonstrate any of the criteria.

Rubric 2: Elements and Principles

S1-C3-201 – Performance objective - Identify, select, and use elements and principles to organize the composition in his or her own artwork. Assess – Student can select and use elements and principles to organize the composition in his or her own artwork.

Score	Label	Criteria
4	Exemplary	The artwork shows expressive use of the elements of art and the principles of design. Must show exemplary use of at least 2 elements of art and 2 principles of design.
3	Accomplished	The artwork shows proficient use of the elements of art and the principles of design. Must show accomplished use of 2 elements of art and 2 principles of design.
2	Developing	The artwork shows partial use of the elements of art and the principles of design, at a developing skill level. May not have 2 elements of art and 2 principles of design. Must show at least 1 principle of design.
1	Beginning	The artwork shows beginning use of the elements and principles of design. Has unintentional or limited use of elements of art and/or principles of design.
0	Not Observed	Student does not demonstrate any of the criteria.

Rubric 3: Subject Matter - Beach Scene

S1-C4 –201 – Performance Objective - Explain purposeful use of subject matter, symbols and/or themes.

Assess – Student can demonstrate use of subject matter, symbols and/or themes.

Score	Label	Criteria
4	Exemplary	Artwork shows a bird's eye view of the beach and includes many details found on a beach. The artwork is expressive and original.
3	Accomplished	Artwork shows a bird's eye view of the beach and includes some details found on a beach.
2	Developing	Artwork shows a view of the beach but is not a bird's eye view. Artwork shows few details found on a beach.
1	Beginning	Artwork does not have a bird's eye view. Artwork may contain things not found on a beach or does not show a beach. Artwork shows very little detail.
0	Not Observed	Student does not demonstrate any of the criteria.

Rubric 4: Subject Matter - Shoe Design

S1-C4 –201 – Performance Objective - Explain purposeful use of subject matter, symbols and/or themes.

Assess – Student can demonstrate use of subject matter, symbols and/or themes.

Score	Label	Criteria
4	Exemplary	The artwork shows footwear designed for the purpose of walking in mud. The artwork includes many details that support the purpose of the shoe. The artwork is expressive and original.
3	Accomplished	The artwork shows footwear designed for the purpose of walking in mud. The artwork includes some details that support the purpose of the shoe.
2	Developing	The artwork shows footwear but may not be appropriate for walking in mud. There may be few details.
1	Beginning	The artwork may or may not show footwear. The footwear is not appropriate for walking in the mud. There is very little detail.
0	Not Observed	Student does not demonstrate any of the criteria.

Rubric 5: Evaluate Art

S1-C5-202 – Performance Objective - Identify and apply technical, functional, formal and/or expressive criteria in the evaluation of his or her own artwork (e.g., self-evaluations, group critiques, artist's statements).

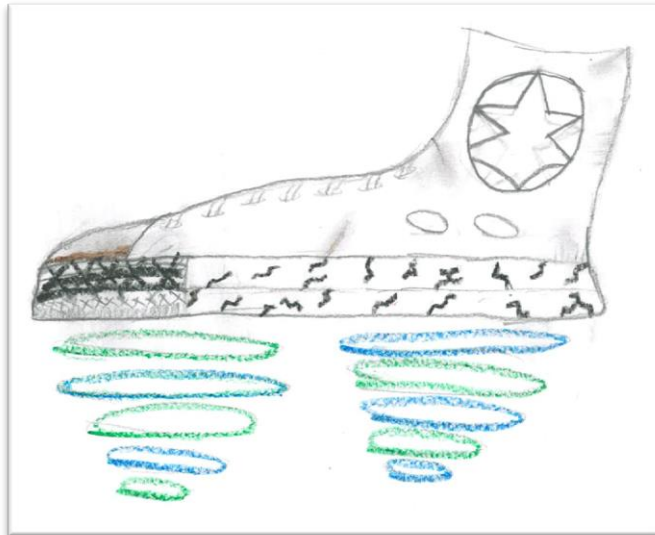
Assess – Student can identify and apply technical, functional, formal and/or expressive criteria in the evaluation of his or her own artwork.

Score	Label	Criteria
4	Exemplary	Writing clearly and accurately explains where and how they used 2 elements of art and 2 principles of design with an example from their artwork.
3	Accomplished	Writing accurately explains how they used 2 elements of art and 2 principles of design.
2	Developing	Writing attempts to explain how they used some of the elements of art and principles of design.
1	Beginning	Writing does not explain how they used the elements of art or the principles of design.
0	Not Observed	Student does not demonstrate any of the criteria.

Scoring Samples

To assist with how to apply the rubrics used in this assessment, two samples are provided here. Image 2 shows an example of a student's artwork and written response on the shoe design prompt. The artwork is followed by Table 2 which shows the scores the student earned and a rationale for the scores. These are followed by examples and scores for a student who completed the beach prompt (Image 3 and Table 3).

Image 2: 8th Grade Shoe Design Sample



Student's written response:

I used texture in my artwork because I thought that texture brings out a lot of details in the art.

Table 2: Scores for 8th Grade Shoe Design Sample

Standard	Score	Rationale
Demonstrate purposeful use of materials, tools, and techniques.	2	The student uses two media, but the use appears incomplete in that the crayon overlay is only applied in some areas.
Identify, select, and use elements and principles to organize the composition.	3	The student uses these elements – line, color, and value which is shown by subtle shading on the shoe body. He uses the principle of balance. The brightly colored springs are an example of emphasis.
Explain purposeful use of subject matter, symbols and/or themes.	3	There are many details on the shoe, but it is hard to tell if they are decorative or for the purpose of walking in mud. The springs are clearly suited to that purpose, but the wavy lines around the edge may be only decorative.
Identify and apply technical, functional, formal and/or expressive criteria in the evaluation. (written response)	2	The student explains the use of only one element.

Image 3: 8th Grade Beach Sample



Student's written response:

1. One element of Art that I used was details and I also used lots of color and the shading element were you go from a dark color to a light color.
2. One principle of design that I used was shapes, and I used it by drawing a sand castle with its odornary shape, and I also drew the towel with its shape. I also use texture because when I drew the sand I drew it with the shells and seaweed and also I drew the sandcastle in wich I drew the little rocks and little flags you usually see on sandcastles.

Table 3: Scores for 8th Grade Beach Sample

Standard	Score	Rationale
Demonstrate purposeful use of materials, tools, and techniques.	4	Exemplary craftsmanship is demonstrated by the use of two media. Thin ink lines are used to purposely highlight specific details. Pencils and markers are used to convey different textures of the objects.
Identify, select, and use elements and principles to organize the composition.	3	The student demonstrates proficient use of shape, color, and value. The details of the seaweed are an example of exemplary control of line. The principles demonstrated are unity and balance.
Explain purposeful use of subject matter, symbols and/or themes.	4	The picture includes many details that demonstrate the theme of fun and recreation.
Identify and apply technical, functional, formal and/or expressive criteria in the evaluation. (written response)	2	This example only explains the use of elements of art, not principles of design.

Practice Samples

To support reliability, use the examples of student work provided here to practice scoring before using this assessment for the first time.

Prompt 1: Shoe Design:

Design a shoe that would be worn by the citizens of Zenod, where the surface of the planet is all mud.

Writing Prompt Questions:

- 1. What is one element of art that you used in your artwork? Explain how and where you used it.
- 1. What is a different element of art that you used in your artwork? Explain how and where you used it.
- 2. What is one principle of design that you used in your artwork? Explain how and where you used it.
- 3. What is a different principle of design that you used in your artwork? Explain how and where you used it.

Image 4: 8th Grade Shoe Practice Student Sample 1



Student’s written response:

- 1. and 2. An element of art I used was texture, line, & color. As you can see my art displays it is a black color which is neither primary or a color made by 2 others mixed. This goes very well with the texture I picked out which is smooth and gets reflected by the sun which causes it to look black on some parts. On the bottom it’s spikes are consider to be sharp which gives it a bumpy feeling if you were to rub your hand on it. Lastly, line I used was simply wavy not straight, that goes for basically all the shoe’s design.
- 3. and 4. Movement, I drew a sun to demonstrate how the sun reflects on the shoe causing it to look black and blinding white spots. The spikes also create a bumpy movement that looks 3-D-ish. Lastly I had a shadow to see it more realistic.

Image 5: Visual Arts 8th Grade Data Capture Practice Sample

Student Name	Task 1 – Create Art			Task 2 – Evaluate Art	Total
	S1-C2-202 – Demonstrate purposeful use of materials, tools, and techniques in his or her own artwork.	S1-C30201 – Identify, select, and use elements and principles to organize the composition in his or her own artwork.	S1-C4-201 – Explain purposeful use of subject matter, symbols and/or themes.	S1-C5-202 – Identify and apply technical, functional, formal and/or expressive criteria in the evaluation of his or her own artwork (e.g., self-evaluations, group critiques, artist’s statements).	
Jane Doe					

Image 6: 8th Grade Beach Practice Student Sample 2



Student's written response:

1. and 2. One of the things I did was that I use this pattern by squiggle line and little dots.

3. and 4. I use the texture and value of my work because it made a nice convent picture.

Prompt 2: Beach Scene:

Imagine you are a bird sitting in a tree overlooking a beach. Draw what you would see below you.

Writing Prompt Questions:

1. What is one element of art that you used in your artwork? Explain how and where you used it.
2. What is a different element of art that you used in your artwork? Explain how and where you used it.
3. What is one principle of design that you used in your artwork? Explain how and where you used it.
4. What is a different principle of design that you used in your artwork? Explain how and where you used it.

Image 7: Visual Arts 8th Grade Data Capture Practice Sample

Student Name	Task 1 – Create Art			Task 2 – Evaluate Art	Total
	S1-C2-202 – Demonstrate purposeful use of materials, tools, and techniques in his or her own artwork.	S1-C30201 – Identify, select, and use elements and principles to organize the composition in his or her own artwork.	S1-C4-201 – Explain purposeful use of subject matter, symbols and/or themes.	S1-C5-202 – Identify and apply technical, functional, formal and/or expressive criteria in the evaluation of his or her own artwork (e.g., self-evaluations, group critiques, artist's statements).	
Jane Doe					

Appendix

Prompt 1: Shoe Design 20

Prompt 2: Beach Scene 21

Student Handout 22

Data Capture Tool 23

Prompt 1: Shoe Design

Prompt:

Design a shoe that would be worn by the citizens of Zenod, where the surface of the planet is all mud.

Name:

Homeroom Teacher:

School:

Artist's Checklist:

When you are done, go through the checklist to make sure you have included everything in your artwork.

- ☐ Does your artwork meet the criteria of the prompt?
- ☐ Did you include supporting details in your artwork?
- ☐ Did you use the elements of art and principles of design in your artwork?
- ☐ Did you use the materials properly and expressively?
- ☐ Is your artwork neat and complete?

Remember to use the elements of art and principles of design in your artwork.

Did you use at least 2 different elements of art and 2 different principles of design?

Elements of Art:

- ☐ Color
- ☐ Value
- ☐ Shape
- ☐ Line
- ☐ Space
- ☐ Form
- ☐ Texture

Principles of Design:

- ☐ Balance
- ☐ Contrast
- ☐ Emphasis
- ☐ Movement
- ☐ Pattern
- ☐ Rhythm
- ☐ Unity

Prompt 2: Beach Scene

Prompt:

Imagine you are a bird sitting in a tree overlooking a beach. Draw what you would see below you.

Name:

Homeroom Teacher:

School:

Artist's Checklist:

When you are done, go through the checklist to make sure you have included everything in your artwork.

- ☐ Does your artwork meet the criteria of the prompt?
- ☐ Did you include supporting details in your artwork?
- ☐ Did you use the elements of art and principles of design in your artwork?
- ☐ Did you use the materials properly and expressively?
- ☐ Is your artwork neat and complete?

Remember to use the elements of art and principles of design in your artwork.

Did you use at least 2 different elements of art and 2 different principles of design?

Elements of Art:

- ☐ Color
- ☐ Value
- ☐ Shape
- ☐ Line
- ☐ Space
- ☐ Form
- ☐ Texture

Principles of Design:

- ☐ Balance
- ☐ Contrast
- ☐ Emphasis
- ☐ Movement
- ☐ Pattern
- ☐ Rhythm
- ☐ Unity

Student Handout

Name: _____ Home room: _____

Teacher: _____ School: _____

Look at your artwork and answer the questions:

1. What is one element of art that you used in your artwork? Explain how and where you used it.

2. What is a different element of art that you used in your artwork? Explain how and where you used it.

3. What is one principle of design that you used in your artwork? Explain how and where you used it.

4. What is a different principle of design that you used in your artwork? Explain how and where you used it.

Data Capture Tool

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